DOCUMENT RESUME

ED 286 689 RC 016 409

AUTHOR Altschuld, James W.; And Others
TITLE Facilitator's Guide to Staff Training for the Rural America Series. Transparency Masters, Modules I-XIV. Research and Development Series No. 149R.
INSTITUTION Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE Oct 78
GRANT G007605052; G007605225
NOTE 102p.; For related documents, see ED 167 811, ED 170 477, and RC 016 392-408. Product of the Cooperative Rural Career Guidance System Consortium.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Education; *Career Education; Cooperative Programs; Educational Resources; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Modules; Postsecondary Education; Program Guides; *Rural Schools; Small Schools; Staff Development; *Transparencies; Visual Aids
IDENTIFIERS *Facilitators; *Rural America Series

ABSTRACT

The transparency masters appearing in 14 modules in the "Facilitator's Guide to Staff Training for the Rural America Series" have been compiled in this document to facilitate their duplication and to insure the integrity of the entire system by placing an extra copy of each transparency in a binder for easy access. The masters are in the same order as, and are numbered as, they appear in each module. Also, all pages have been perforated to assist in duplication. The transparencies are an integral part of each module. They provide visual reinforcement for key concepts in the planning, development, implementation, and evaluation of comprehensive career guidance programs. They are an excellent complement to the other instructional techniques (lectures, group discussions, exercises, etc.) contained in the modules of the Facilitator's Guide. The facilitator is strongly encouraged to take advantage of these aids in teaching others to use and understand the Rural America Series. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED286689
TRANSPARENCY MASTERS

Research and Development Series No. 149R

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

TRANSPARENCY MASTERS MODULES I—XIV

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Cooperative Rural Career Guidance System

RC016409

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149R

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

TRANSPARENCY MASTERS MODULES I–XIV

James W. Altschuld
Valija Axelrod
Karen S. Kimmel
Harry N. Drier
Walter M. Stein

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

October, 1978

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

Consortium Staff

The National Center for Research in Vocational Education	Robert E. Taylor, Executive Director
Harry N. Drier	Project Director
James W. Altschuld	Assistant Project Director
Karen S. Kimmel	Program Assistant
Valija Axelrod	Graduate Research Associate
Walter M. Stein	Graduate Research Associate
Northern Michigan University	Wilbert A. Berg, Dean, School of Education
Charles E. Weaver	Project Director
Joan C. Blank	Project Assistant
Sandra Hampton	Project Assistant

These materials were developed by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, and Northern Michigan University, School of Education, Marquette, Michigan through two separate grants from the United States Office of Education, Bureau of Occupational and Adult Education, under Part "C," Vocational Education Act of 1963 as amended Research Legislation. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

Project Officer, David H. Pritchard

The National Center for Research in Vocational Education — Grant No.: G007605052

Northern Michigan University — Grant No.: G007605225

FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16 volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series.* Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in state-wide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

This volume of transparency masters is of particular value as a training aid to the facilitator in that it insures the integrity of the entire system by placing an extra copy of each transparency in a binder for easy access. Thus, if one transparency is lost or damaged, it can easily be replaced, thereby preserving the entire *Guide* intact. Because of the versatility lent to the system by this feature it should prove to be a valuable asset for the staff development of rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs for their students.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

TABLE OF CONTENTS

Foreword iii

Acknowledgements vii

Introduction ix

Transpency Masters for:

Module I . . . . . I-47 through I-57

Module II . . . . . II-40 through II-45

Module III . . . . . III-38 through III-47

Module IV . . . . . IV-29 through IV-37

Module V . . . . . V-23 through V-26

Module VI . . . . . VI-26 through VI-28

Module VII . . . . . VII-39 through VII-45

Module VIII . . . . . VIII-21 through VIII-23

Module IX . . . . . IX-20 through IX-22

Module X . . . . . X-21 through X-22

Module XI . . . . . XI-22 through XI-27

Module XII . . . . . XII-35 through XII-38

Module XIII . . . . . XIII-33 through XIII-38

Module XIV . . . . . XIV-32 through XIV-33

ACKNOWLEDGEMENTS

National Advisory Committee

Everett Edington, Director, ERIC CRESS, New Mexico State University, Las Cruces, New Mexico

Martin W. Essex, Executive Director, Ohio State Advisory Council for Vocational Education, Columbus, Ohio

Bruce Kingery, International Union–United Auto Workers, Education Department, Solidarity House, Detroit, Michigan

George Leonard, Professor, Guidance and Counseling, Wayne State University, Detroit, Michigan

Melvin McCutchan, Metro Director, National Alliance of Businessmen, and Sandia Laboratories, Albuquerque, New Mexico

Marla Peterson, Director, ERIC/CE, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio

Gaylor Unbehaun, Superintendent of Schools, Brillion Public Schools, Brillion, Wisconsin

Gary Walz, Director, ERIC/CAPS, University of Michigan, Ann Arbor, Michigan

Barbara Thompson, Superintendent, Wisconsin Department of Public Instruction, Madison, Wisconsin

Editor

Joan McQueeney Mitric, The National Center for Research in Vocational Education, Columbus, Ohio

Reviewers

Bill Braden, Director, Unit of Occupational Guidance, Kentucky Department of Education, Frankfort, Kentucky

Marilyn Jacobson, Project Director, School of Education, Northwestern University, Evanston, Illinois

Louis Perry, Coordinator of Exemplary Programs, Kentucky Department of Education, Frankfort, Kentucky

R. C. Story, Counselor, Somerset State Vocational-Technical School, Somerset, Kentucky

Jo Ann Story, Counselor, Somerset Community College, Somerset, Kentucky

Fred L. Williams, Supervisor, Division of Vocational Education, Ohio Department of Education, Columbus, Ohio

INTRODUCTION

The transparency masters for all of the modules in the *Facilitator's Guide to Staff Training in the Use of the Rural America Series* have been placed in this packet. This has been done in order to facilitate the duplication of the transparencies. The masters are in the order and are numbered as in each module. Also, all pages of this packet have been perforated to assist in duplication.

The transparencies are an integral part of each module. They provide visual reinforcement for key concepts in the planning, development, implementation of and evaluation of comprehensive career guidance programs. The facilitator is strongly encouraged to take advantage of these aids in teaching others to use and understand the *Rural America Series*. They are an excellent complement to the other instructional techniques (lectures, group discussions, exercises, and so forth) contained in the modules of the *Facilitator's Guide*.

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The Rural America Series	I-48
A Conceptual Model	I-49
Life Role Model Definitions	I-50
Self and Interpersonal Relations (Goals)	I-51
Career Planning and Decision Making (Goals)	I-52
Life Roles (Goals)	I-53
Peanuts	I-54—I-57

Note To Facilitator:

To prevent unnecessary duplication of identical pages, the transparency master entitled, *The Rural America Series (Handbooks)*, is included only once. It is the LAST PAGE in this book.

This master (found as the LAST PAGE in this book) should be used for pages:

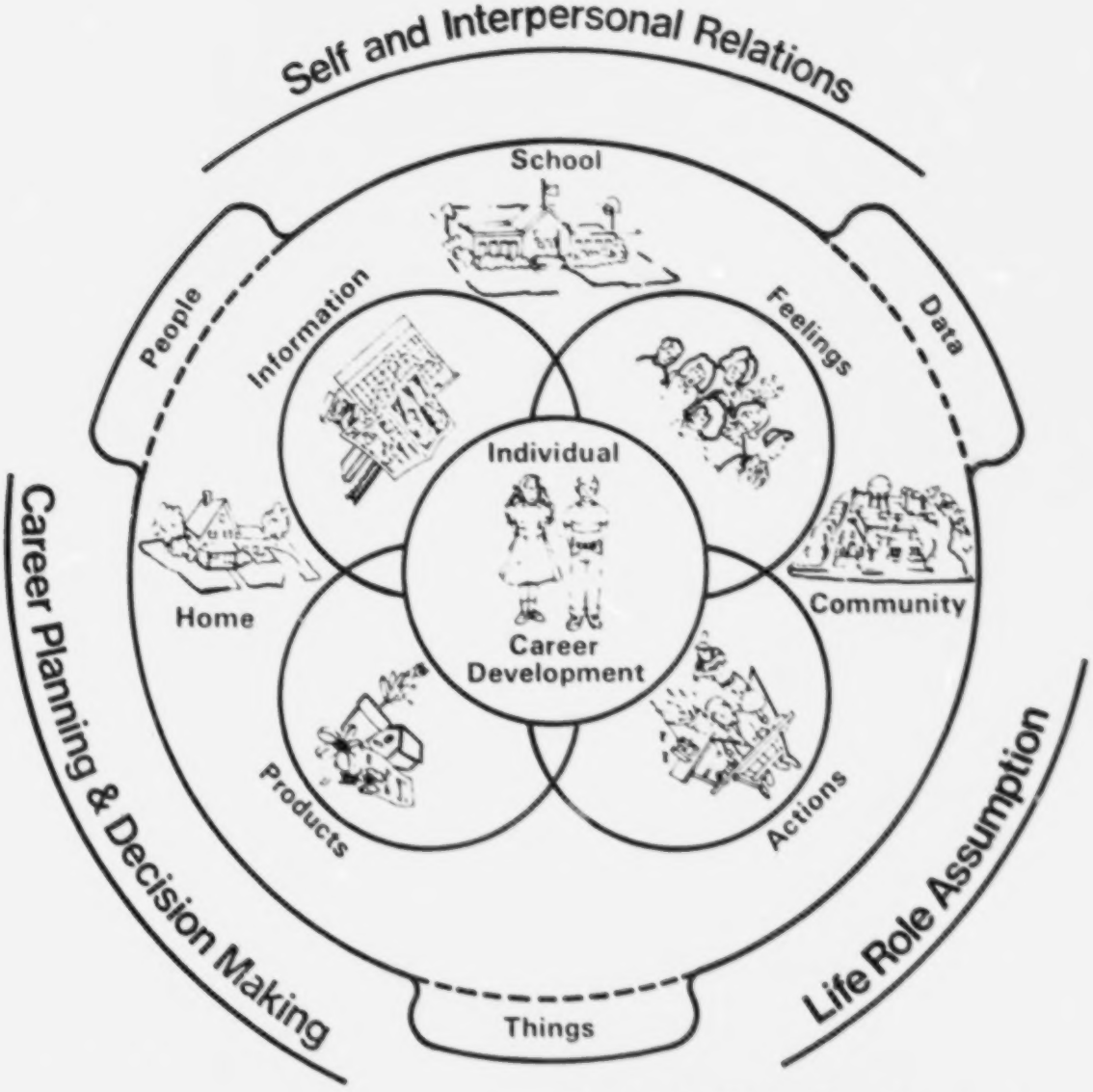
I-48	VIII-23
II-41	IX-22
III-39	X-22
IV-30	XI-26
V-28	XII-36
VI-27	

DO NOT DUPLICATE THIS PAGE

I-48

A Conceptual Model

for Individual Career Development



for Life Role Development...

Life Role Model Definition

CAREER—The purposeful life investment pattern of environmental resources, time, and energy in work and leisure pursuits undertaken by individuals.

CAREER DEVELOPMENT—A continual process that involves a sequence of choices ending in the formulation of a pattern throughout one's lifetime. It involves a series of experiences, decisions, and interactions which, taken cumulatively, result in the formulation of a viable self-concept effectively integrating knowledge, feelings, actions, and products of the individual into life role pursuits.

CAREER GUIDANCE—A planned developmental program using individual and group processes. These intervention strategies are both organized and structured to have maximum impact on a student's present career development maturation problems and provide a way of realizing a fuller career identity. Career guidance is also considered in terms of the total educational program of a school which implies a curriculum base and total staff involvement. The conceptual framework used considers those major career development domains which are Self and Interpersonal Relations, Career Planning and Decision-Making, and Life Role Assumption.

SELF AND INTERPERSONAL RELATIONS

- TO APPRAISE THEIR PHYSICAL AND MENTAL CHARACTERISTICS AND THE POTENTIAL FOR CHANGE AND APPLY THIS KNOWLEDGE TO GOAL SETTING FOR LIFE ROLES.

- TO APPRAISE SIMILARITIES AND DIFFERENCES IN THE ATTITUDE AND VALUE SYSTEM OF OTHERS IN ORDER TO BECOME TOLERANT IN INTERPERSONAL RELATIONSHIPS.

CAREER PLANNING AND DECISION MAKING

- TO UTILIZE THE ESSENTIAL SKILLS NECESSARY TO GATHER, ORGANIZE, AND EVALUATE INFORMATION FOR EFFECTIVE DECISION MAKING.

- TO ACCEPT RESPONSIBILITY FOR THEIR DECISION-MAKING OUTCOMES.

LIFE ROLES

- TO APPRAISE THE VARIETY, COMPLEXITY, AND AVAILABILITY OF OCCUPATIONS IN THE WORLD OF WORK.

- TO AFFIRM THAT PHYSICAL AND EMOTIONAL NEEDS CAN BE MET THROUGH LEISURE ACTIVITIES.

I-54

17

18

1-55

1-56

21

22

1-57

23

24

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The *Rural America Series*	II-41
Planning and Implementation Cycle	II-42
Organizing for Action	II-43
Program Planning Guide	II-44
If You Fail to Plan You are Planning to Fail	II-45

Note To Facilitator:

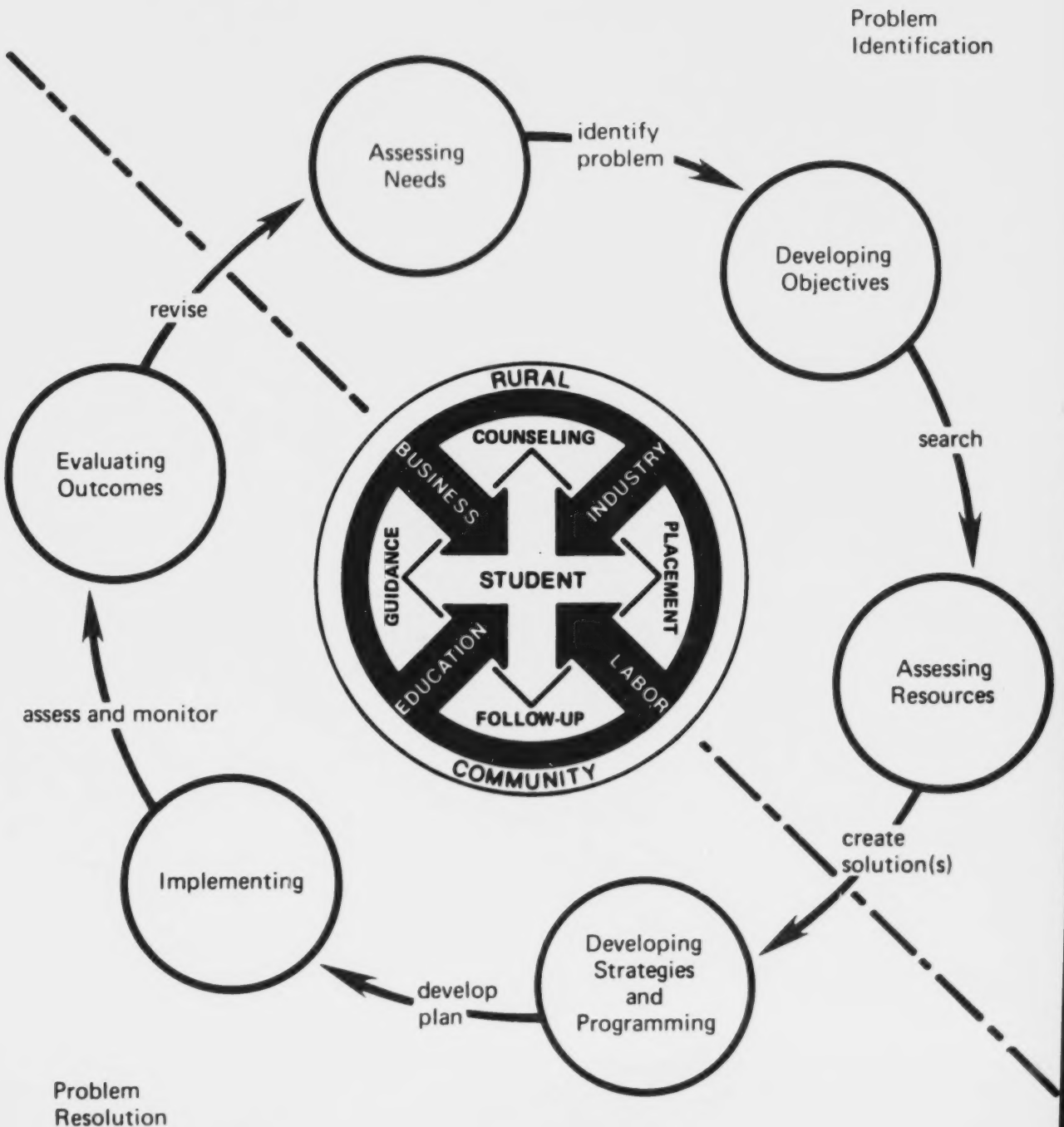
To prevent unnecessary duplication of identical pages, the transparency master entitled, *The Rural America Series (Handbooks)*, is included only once. It is the LAST PAGE in this book.

This master (found as the LAST PAGE in this book) should be used for pages:

I-48	VIII-23
II-41	IX-22
III-39	X-22
IV-30	XI-26
V-28	XII-36
VI-27	

DO NOT DUPLICATE THIS PAGE

Planning-Implementation Cycle



ORGANIZING FOR ACTION

1. SELECT PLANNING COMMITTEE

2. DEVELOP AGENDA AND TIME FOR FIRST MEETING

3. THE FIRST MEETING–SUGGESTED TOPICS/ AGENDA

   - RATIONALE FOR CAREER GUIDANCE
   - BACKGROUND READING
   - ROLES AND RESPONSIBILITIES
   - STRUCTURE/CONTENT FOR SUBSEQUENT MEETINGS
   - QUESTIONS AND ANSWERS

II-43

PROGRAM PLANNING GUIDE

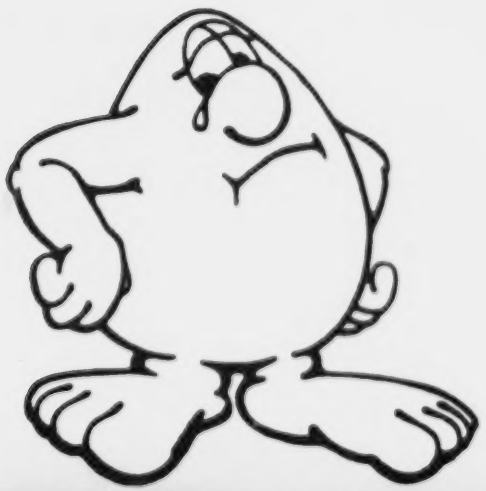
PROGRAM GOAL:

PROGRAM OBJECTIVES:

TASK(S)	PERSON(S) RESPONSIBLE	PROJECTED COST	RESOURCES NEEDED	EVALUATION	DATE START	DATE FINISH

II-44

IF YOU
FAIL TO PLAN
YOU'RE
PLANNING TO FAIL



LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The *Rural America Series*	III-39
General Goal Valuation Questionnaire	III-40
Goals and Subgoals	III-41
Sum of Ratings from the General Goal Questionnaire	III-42
Means from the General Goal Questionnaire	III-43
Goal Ratings Table	III-44
List of Ranked Values for Goals	III-45
Achievement Chart	III-46
Students Needs Table	III-47

Note To Facilitator:

To prevent unnecessary duplication of identical pages, the transparency master entitled, *The Rural America Series (Handbooks)*, is included only once. It is the LAST PAGE in this book.

This master (found as the LAST PAGE in this book) should be used for pages:

I-48	VIII-23
II-41	IX-22
III-39	X-22
IV-30	XI-26
V-28	XII-36
VI-27	

DO NOT DUPLICATE THIS PAGE

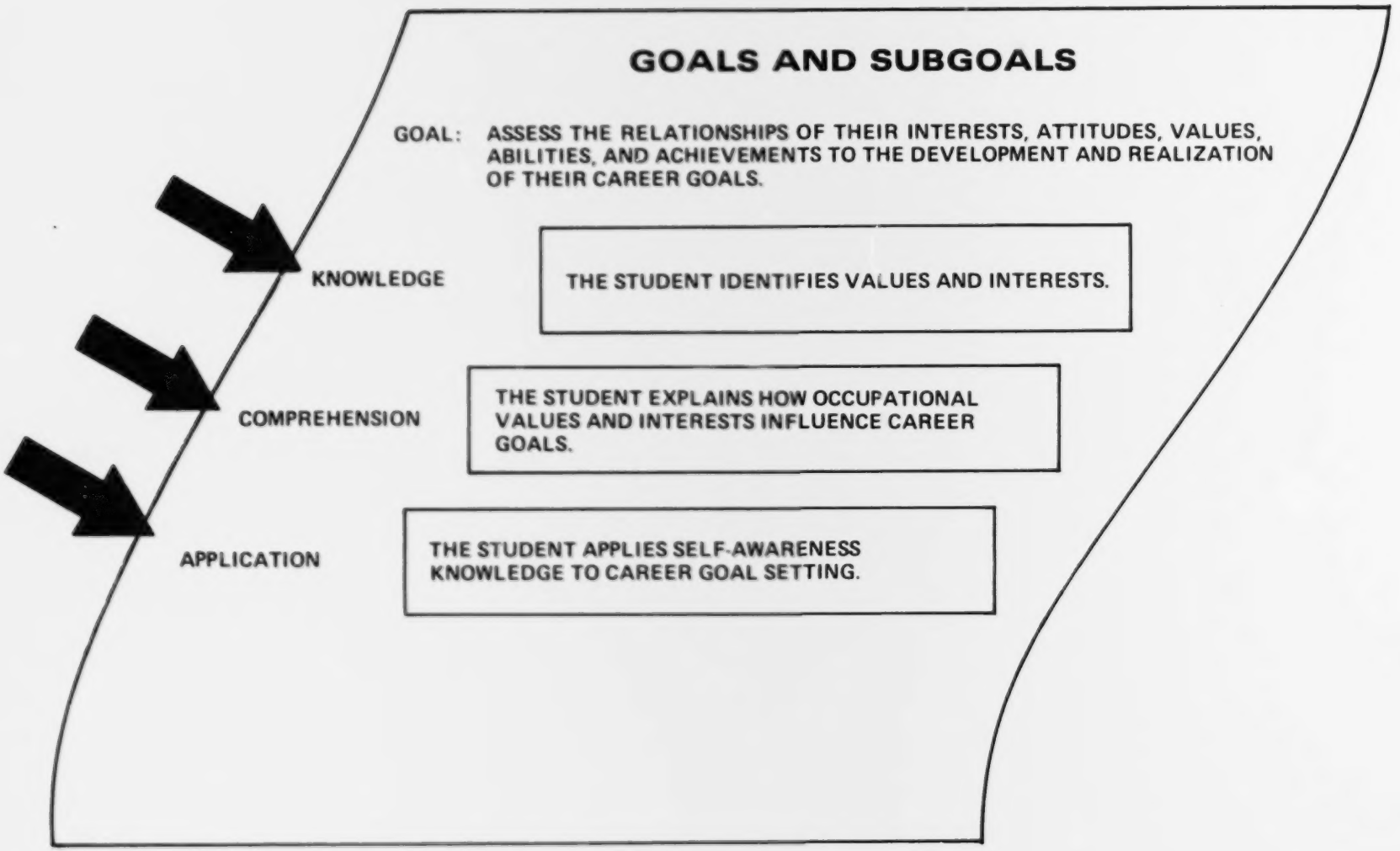
III-39

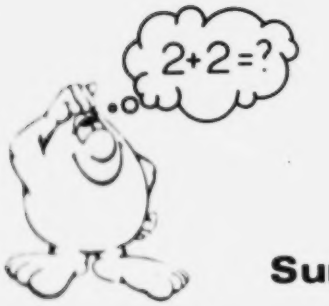
GENERAL GOAL VALUATION QUESTIONNAIRE

STUDENTS CAN ASSESS THE RELATIONSHIP OF THEIR INTERESTS, ATTITUDES, VALUES, ABILITIES, AND ACHIEVEMENTS TO THE DEVELOPMENT AND REALIZATION OF THEIR CAREER GOALS.

1	2	3	4	5
NOT AT ALL IMPORTANT		OF SOME IMPORTANCE		VERY IMPORTANT

III-40


GOALS AND SUBGOALS
GOAL: ASSESS THE RELATIONSHIPS OF THEIR INTERESTS, ATTITUDES, VALUES, ABILITIES, AND ACHIEVEMENTS TO THE DEVELOPMENT AND REALIZATION OF THEIR CAREER GOALS.
KNOWLEDGE
THE STUDENT IDENTIFIES VALUES AND INTERESTS.
COMPREHENSION
THE STUDENT EXPLAINS HOW OCCUPATIONAL VALUES AND INTERESTS INFLUENCE CAREER GOALS.
APPLICATION
THE STUDENT APPLIES SELF-AWARENESS KNOWLEDGE TO CAREER GOAL SETTING.

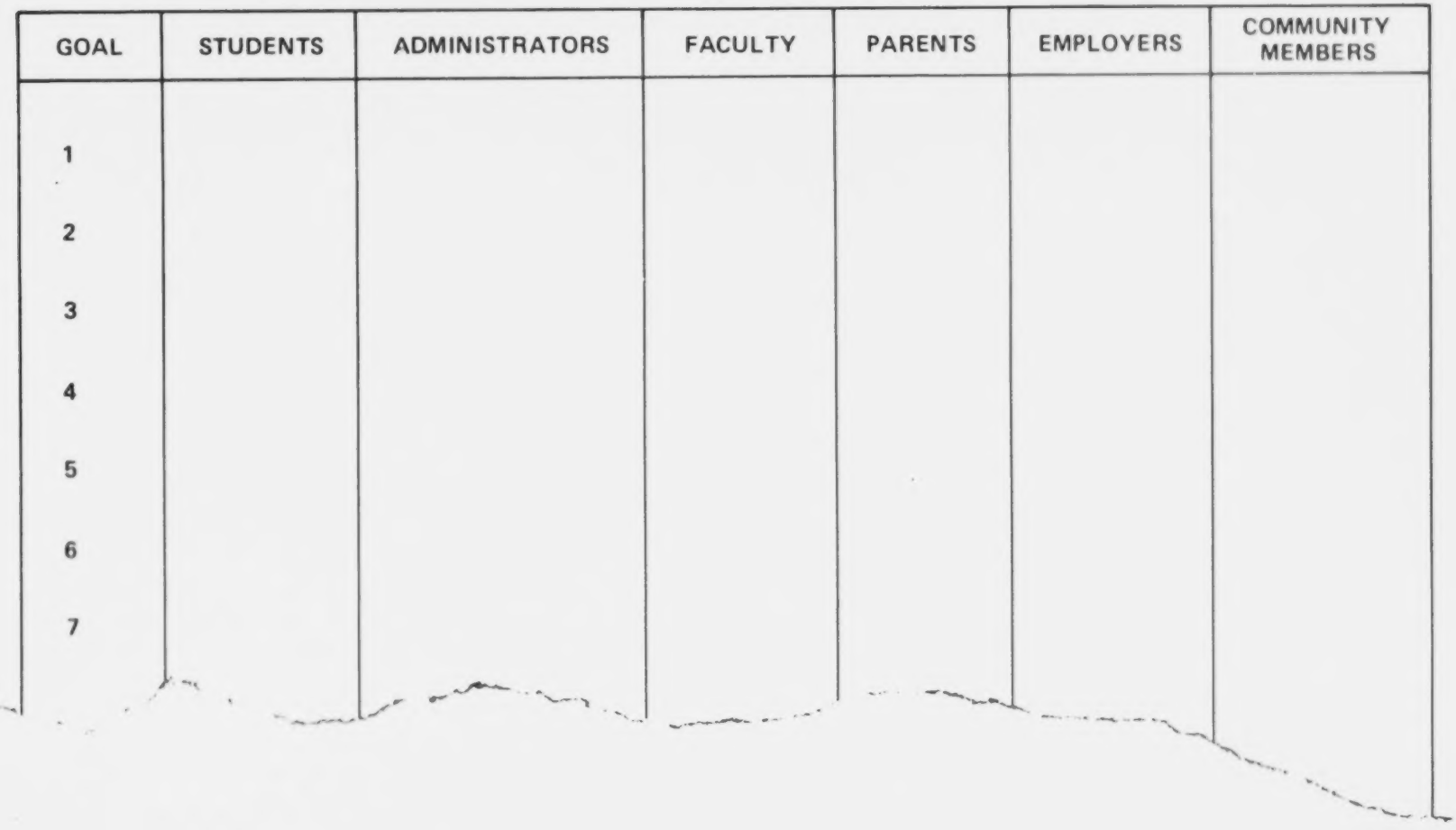


Sum of Ratings from the General Goal Questionnaire

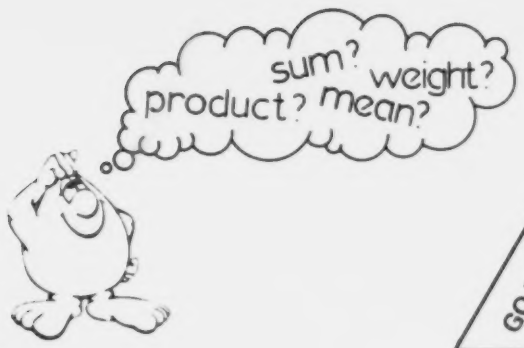
GOAL	STUDENTS	ADMINISTRATORS	FACULTY	PARENTS	EMPLOYERS	COMMUNITY MEMBERS
1						
2						
3						
4						
5						
6						
NUMBER OF PEOPLE ANSWERING						

III-42

Means from the General Goals Questionnaire



III-43



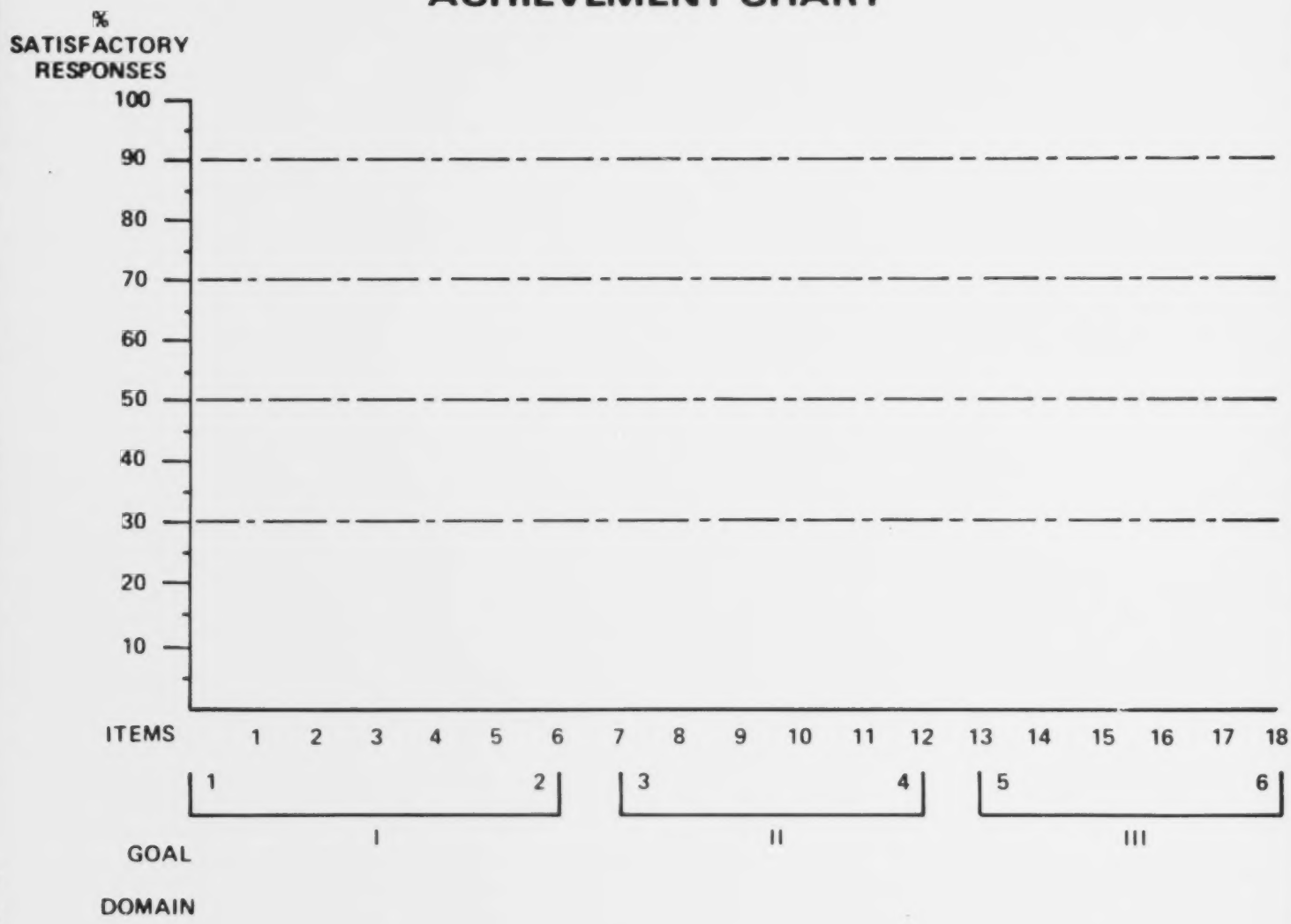
Goal Ratings Table

GOAL	STUDENTS	ADMINISTRATORS	FACULTY	PARENTS	EMPLOYERS	COMMUNITY MEMBERS
MEAN WEIGHT PRODUCT (AVERAGE IMPORTANCE WEIGHT) SUM OF PRODUCTS = GOAL VALUE						
MEAN WEIGHT PRODUCT (AVERAGE IMPORTANCE WEIGHT) SUM OF PRODUCTS = GOAL VALUE						
MEAN WEIGHT PRODUCT (AVERAGE IMPORTANCE WEIGHT) SUM OF PRODUCTS = GOAL VALUE						
MEAN WEIGHT PRODUCT (AVERAGE IMPORTANCE WEIGHT) SUM OF PRODUCTS = GOAL VALUE						
MEAN WEIGHT PRODUCT (AVERAGE IMPORTANCE WEIGHT) SUM OF PRODUCTS = GOAL VALUE						
MEAN WEIGHT PRODUCT (AVERAGE IMPORTANCE WEIGHT) SUM OF PRODUCTS = GOAL VALUE						

List of Ranked Values for Goals

GENERAL GOALS		
RANK	GOAL NO.	VALUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

ACHIEVEMENT CHART



STUDENT NEEDS TABLE

PERCENT SATISFACTORY RESPONSES	ITEM NUMBERS
BELOW 30	
BETWEEN 30-50	
BETWEEN 50-70	
BETWEEN 70-90	
ABOVE 90	

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The Rural America Series	IV-30
A Goal and Sample Subgoals from the Life Role Assumption Domain	IV-31
Goals Require Specification	IV-32
Goal Specification → Behavioral Objectives	IV-33
Goal → Subgoal → Behavioral Objective	IV-34
The ABC and D's	IV-35
Program Goals/Objectives	IV-36
The ABC and D's of Objectives	IV-37

Note To Facilitator:

To prevent unnecessary duplication of identical pages, the transparency master entitled, *The Rural America Series (Handbooks),* is included only once. It is the LAST PAGE in this book.

This master (found as the LAST PAGE in this book) should be used for pages:

I-48
II-41
III-39
IV-30
V-28
VI-27
VIII-23
IX-22
X-22
XI-26
XII-36

DO NOT DUPLICATE THIS PAGE

A GOAL AND SAMPLE SUB-GOALS FROM THE LIFE ROLE ASSUMPTION DOMAIN OF THE MODEL

GOAL

ASSESS THE BASIC CHARACTERISTICS, QUALIFICATIONS, AND STAGES OF PREPARATION NEEDED TO OBTAIN AND PERFORM IN VARIOUS OCCUPATIONAL ROLES

SUB-GOALS

THE STUDENT IDENTIFIES THE PERFORMANCE REQUIREMENTS OF VARIOUS OCCUPATIONS (KNOWLEDGE)

THE STUDENT EXPLAINS HOW A PERSON'S QUALIFICATIONS RELATE TO SEVERAL OCCUPATIONS (COMPREHENSION)

THE STUDENT EVALUATES EMPLOYMENT APPLICATION INFORMATION (APPLICATION)

GOALS REQUIRE SPECIFICATION

GOAL

EACH STUDENT SHOULD ACQUIRE A MASTERY OF BASIC SKILLS IN THE USE OF NUMBERS

INTERPRETATION

$2+2=?$

$4+8+12=?$

INTERPRETATION

$$s_j^2 = \sum_{i=1}^{n_j} \frac{(x_{ij} - \bar{x}_{.j})^2}{n_j - 1}$$

GOAL SPECIFICATION →
BEHAVIORAL OBJECTIVES

INCREASING SPECIFICITY ↓

GOALS

SUB-GOALS

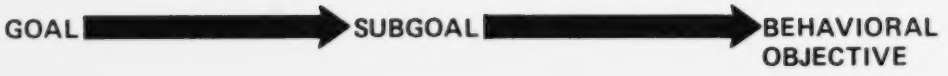
BEHAVIORAL OBJECTIVES

ACTORS

BEHAVIOR — COGNITIVE / AFFECTIVE / PSYCHOMOTOR

CONDITIONS

DEGREE OF SUCCESS



GOAL	THE STUDENT WILL ASSESS THE BASIC CHARACTERISTICS, QUALIFICATIONS, AND STAGES OF PREPARATION NEEDED TO OBTAIN AND PERFORM IN VARIOUS OCCUPATIONAL ROLES.
SUBGOAL	THE STUDENT IDENTIFIES THE PERFORMANCE REQUIREMENTS OF VARIOUS OCCUPATIONS.
BEHAVIORAL OBJECTIVE	GIVEN A LIST OF OCCUPATIONS, THE STUDENT WILL LIST THE POST HIGH SCHOOL PREPARATION NEEDED FOR EACH OCCUPATION WITH AT LEAST 75 PERCENT ACCURACY.

THE ABC AND D'S

SUB-GOAL	→ BEHAVIORAL OBJECTIVE	→ ABC AND D
THE STUDENT	THE STUDENT	A = ACTOR, THE PERSON PERFORMING THE BEHAVIOR
IDENTIFIES THE PERFORMANCE REQUIREMENTS OF VARIOUS OCCUPATIONS	IDENTIFIES THE PERFORMANCE REQUIREMENTS OF FIFTEEN OCCUPATIONS	B = BEHAVIOR, THE TASK THAT IS BEING PERFORMED
	FROM A LIST OF POSSIBLE PERFORMANCE REQUIREMENTS FOR THOSE OCCUPATIONS	C = CONDITION, WITHIN WHICH THE BEHAVIOR IS DEMONSTRATED
	WITH 80% ACCURACY	D = DEGREE OF SUCCESS, THE CRITERIA THAT DEFINES SUCCESSFUL TASK COMPLETION

PROGRAM GOALS/OBJECTIVES

PROGRAM GOAL

TO PROVIDE TEACHERS, COUNSELORS, ADMINISTRATORS, STUDENTS, AND OTHER PERSONS WITH THE IN-SERVICE NECESSARY TO IMPLEMENT THE DISTRICT'S CAREER GUIDANCE PROGRAM

PROGRAM OBJECTIVES

TO PROVIDE STAFF, TIME, AND RESOURCES FOR CONDUCTING IN-SERVICE EFFORTS

TO DETERMINE STAFF NEEDS FOR IMPLEMENTING A CAREER GUIDANCE PROGRAM

TO USE A VARIETY OF IN-SERVICE TECHNIQUES IN PROVIDING STAFF DEVELOPMENT

TO PROVIDE ON-GOING STAFF DEVELOPMENT PROGRAMS BASED UPON IDENTIFIED NEEDS

ABC And D's of Objectives

AN ACTIVITY (OR STEP) THAT INCREASES THE LIKELIHOOD OF REACHING A BEHAVIORAL OBJECTIVE

PROGRAM OBJECTIVE

1. ACTOR(S)—USUALLY TEACHERS, ADMINISTRATORS, ETC.
2. BEHAVIOR—AN ACTIVITY THAT TEACHERS, ADMINISTRATORS, ETC. CARRY OUT
3. CONDITIONS—TIME OR FREQUENCY OF THE ACTIVITY
4. DEGREE OF SUCCESS—TANGIBLE OUTCOME

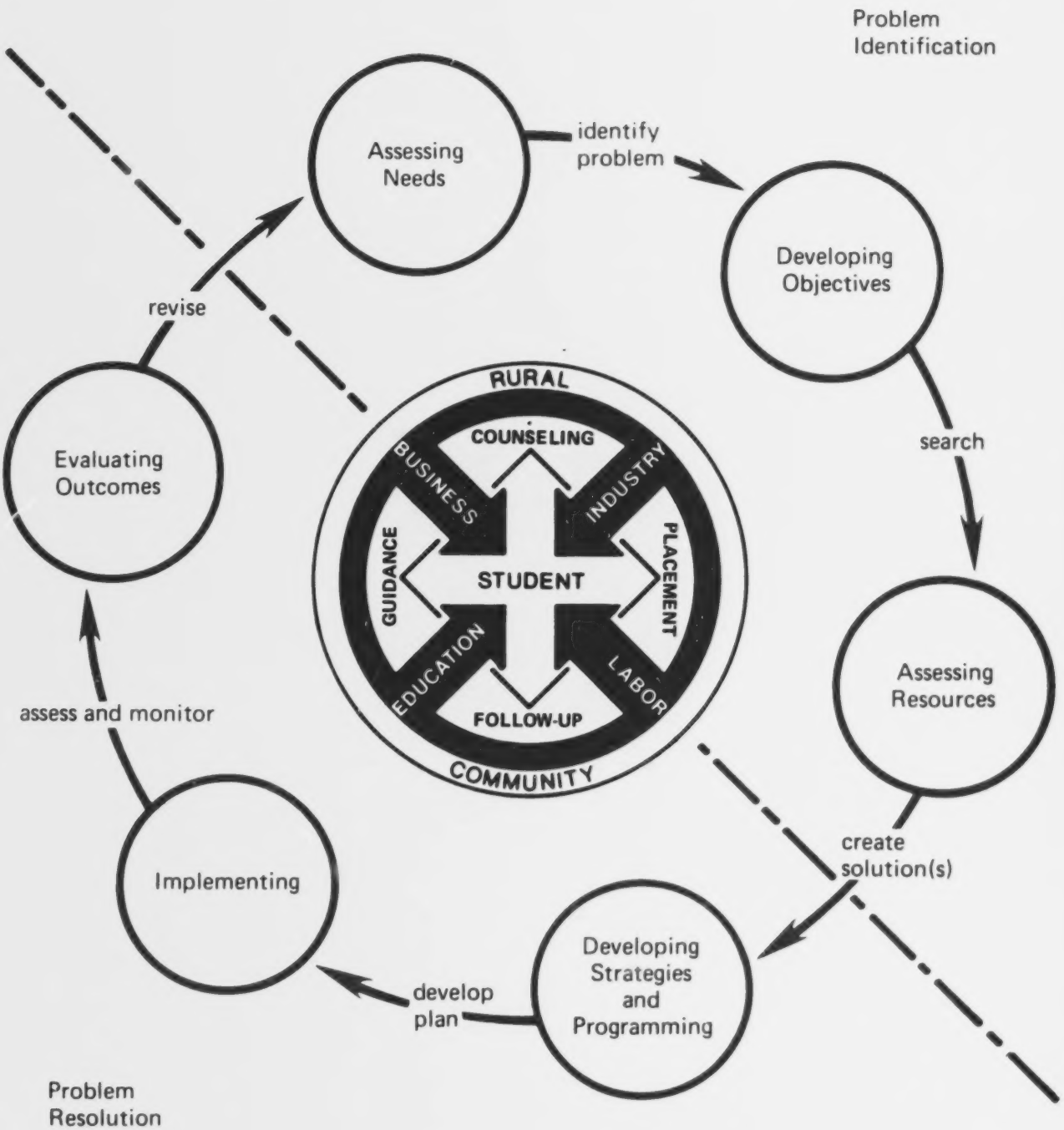
BEHAVIORAL OBJECTIVE

1. ACTOR(S)—USUALLY STUDENTS
2. BEHAVIOR—A SINGLE TASK THAT THE ACTOR PERFORMS
3. CONDITIONS—MATERIALS SUPPLIED TO THE ACTOR OR SETTING IN WHICH BEHAVIOR IS DEMONSTRATED
4. DEGREE OF SUCCESS—CRITERIA FOR SUCCESSFUL COMPLETION OF THE TASK

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Planning and Implementation Cycle	V-24
Types of Resources	V-25
Steps of a Resource Assessment	V-26
Resource Catalog Sheet	V-27
Rural America Series	V-28

Planning-Implementation Cycle



Types of Resources

1. **Material resources** convey their information through the printed word, audiovisuals, and manipulative objects.

2. **Human resources** include staff, students, parents, and other community members.

3. **Facilitative resources** are equipment, finances, supplies, and space needed to develop a program.

4. **Organizational resources** are sources of other types of resources.

Steps of a Resource Assessment

I. IDENTIFICATION OF RESOURCES

II. CONSTRUCTION OF RESOURCE CATALOG

III. MANAGEMENT OF RESOURCES

Resource Catalog Sheet

Target Population: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ 13-14 ☐ All ☐

Type of Resource:

☐ Material

- ☐ Self & Interpersonal Relations
- ☐ Career Planning & Decision Making
- ☐ Life Roles
- ☐ Unassigned

☐ Human

- ☐ Student
- ☐ Staff Member
- ☐ Parent
- ☐ Community Member

☐ Organizational

- ☐ Social & Service
- ☐ Educational
- ☐ Religious
- ☐ Governmental
- ☐ Business & Industry

☐ Facilitative

- ☐ Equipment
- ☐ Space
- ☐ Finances
- ☐ Supplies

Contact Person _____
Title _____
Address _____
_____
Phone Number _____
Birth Date (students only) _____

SPECIFICATIONS:

Space _____
Group Size _____
Time Limits _____
Costs _____
Equipment Needed _____
_____
Times Available _____
Resource Available Only in _____
_____ School

Amount of Time to Obtain Resource:

- ☐ Immediate
- ☐ One Week
- ☐ One Month
- ☐ Varies

Description: _____

_____

_____

_____

_____

_____

_____

Note To Facilitator:

To prevent unnecessary duplication of identical pages, the transparency master entitled, *The Rural America Series (Handbooks),* is included only once. It is the LAST PAGE in this book.

This master (found as the LAST PAGE in this book) should be used for pages:

I-48	VIII-23
II-41	IX-22
III-39	X-22
IV-30	XI-26
V-28	XII-36
VI-27	

DO NOT DUPLICATE THIS PAGE

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Rural America Series	VI-27
Career Guidance Practices	VI-28

Note To Facilitator:

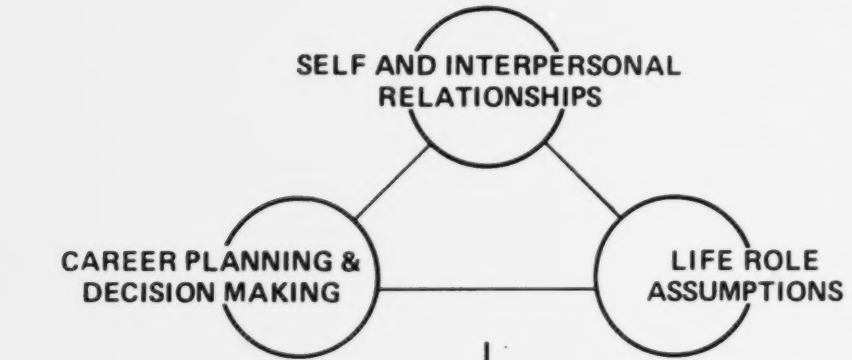
To prevent unnecessary duplication of identical pages, the transparency master entitled, *The Rural America Series (Handbooks),* is included only once. It is the LAST PAGE in this book.

This master (found as the LAST PAGE in this book) should be used for pages:

I-48	VIII-23
II-41	IX-22
III-39	X-22
IV-30	XI-26
V-28	XII-36
VI-27	

DO NOT DUPLICATE THIS PAGE

HOME, SCHOOL, AND COMMUNITY-CENTERED CAREER GUIDANCE PROGRAM



CAREER GUIDANCE PRACTICES

Home-Centered

- *Family Travel Unit
- *Parent Training Night
- *Parent Discussion Groups
- *Problem Solving
- *Career Development Parent Series

School-Centered

Group Counseling

- *Teaming
- *Role Playing
- *Orientation
- *Gaming
- *Peer Counseling

Subject Matter

- *Stereotypes in the World of Work
- *I'm Different—Are You?
- *Class Centered Placement
- *Workers in the Community

Nonsubject Matter

- *Career Resource Center
- *Pow Wow
- *Career Week
- *Hobby Time
- *Mobile Guidance Van

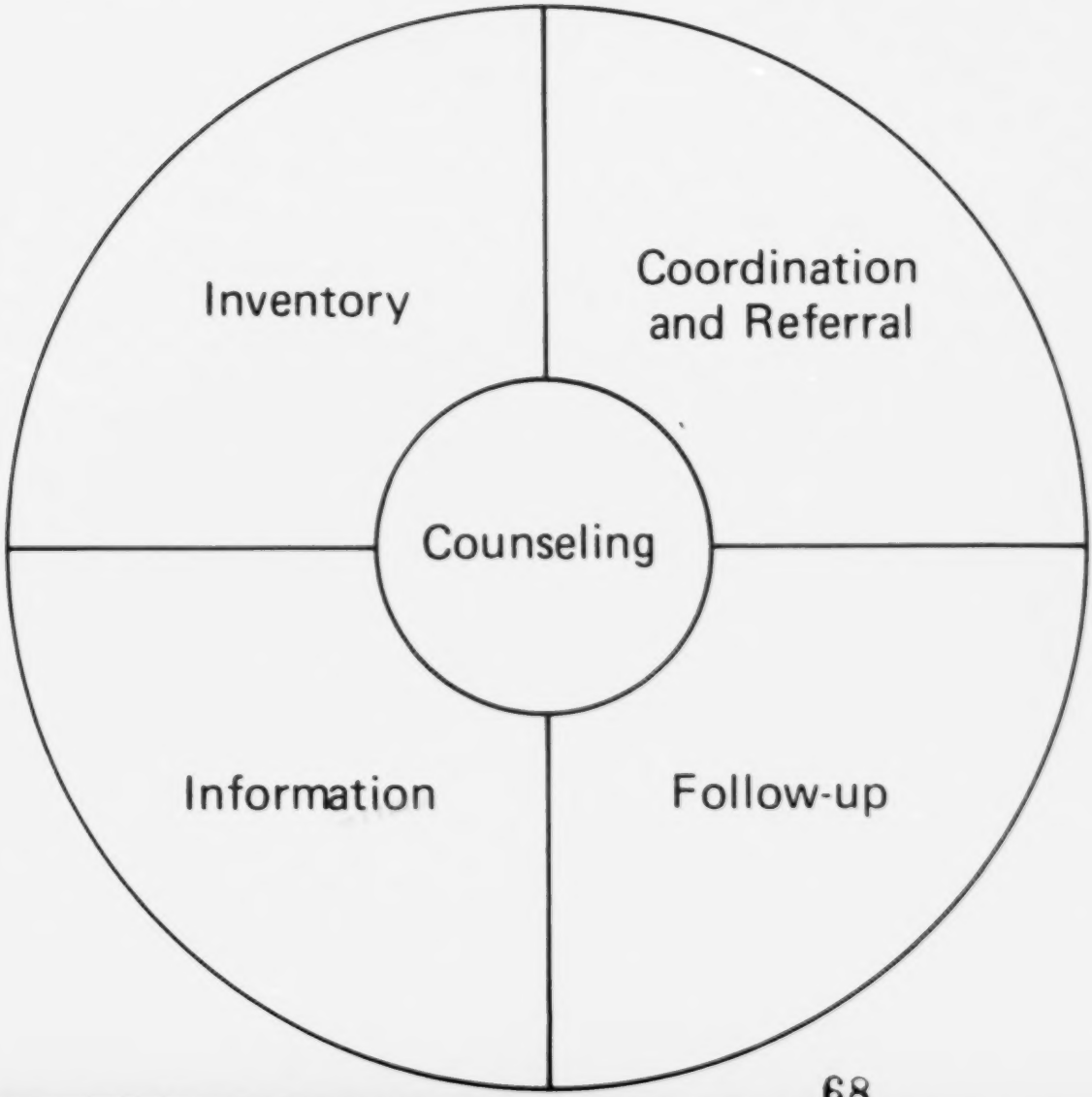
Community-Centered

- *Career Fair
- *Professional Exploration Internship
- *Community Persons as Classroom Resources
- *Adopt a Grandchild

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Career Counseling Services	VII-40
Individual Inventory Service	VII-41
Counseling Interview Service	VII-42
Information Service	VII-43
Coordination and Referral Service	VII-44
Follow-Up Service	VII-45

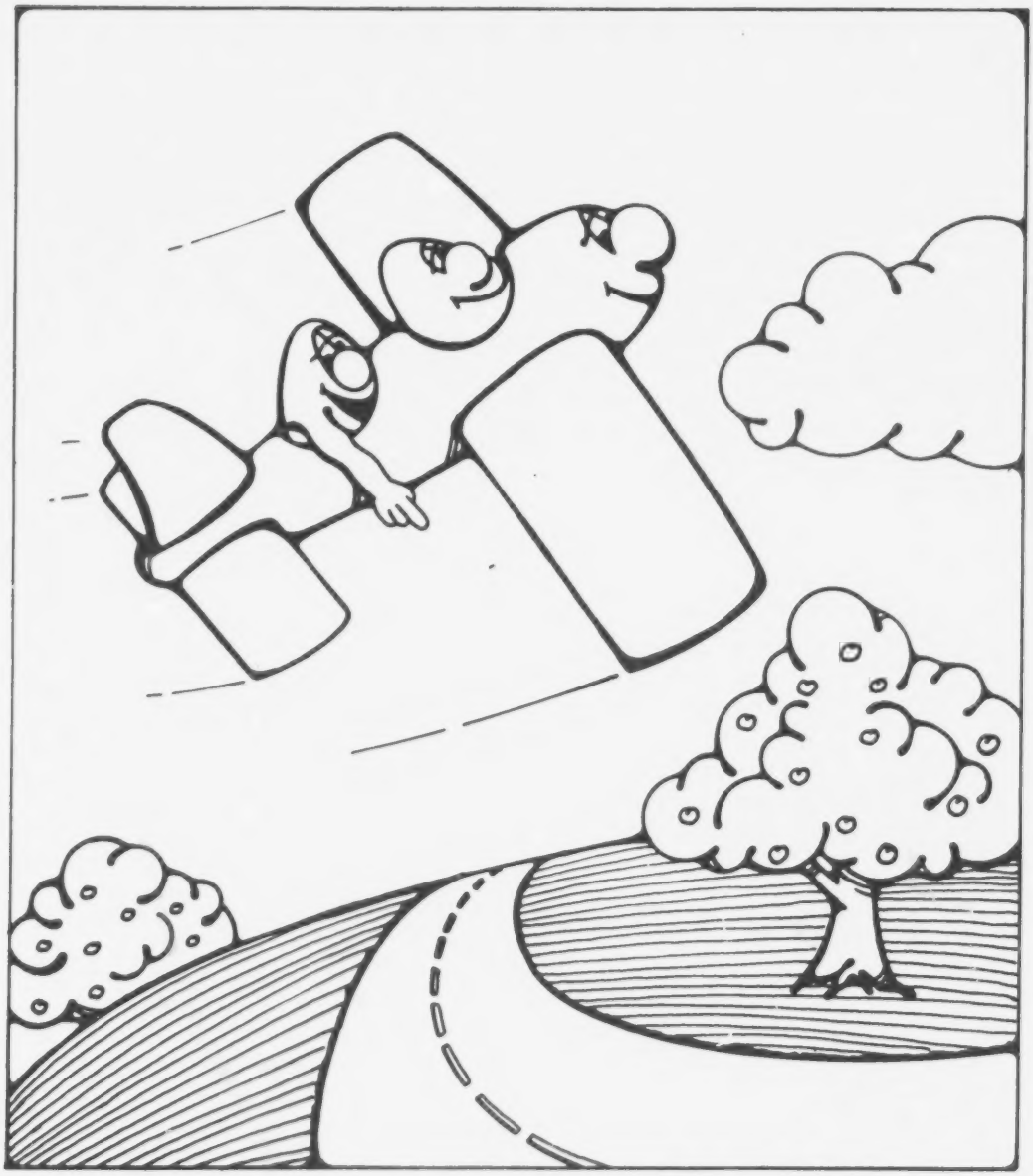
CAREER COUNSELING SERVICES



INDIVIDUAL INVENTORY SERVICE

' Hold it, Joe. We want to get the whole picture.'

COUNSELING INTERVIEW SERVICE



S I think I'm lost

C Mm Hm-

S Do you think I should call in for help?

C Mm Hm. Have you checked your omni?

S I'm sort of mixed up about that gadget.

C Mm Hm. Do you see any landmarks you recognize?

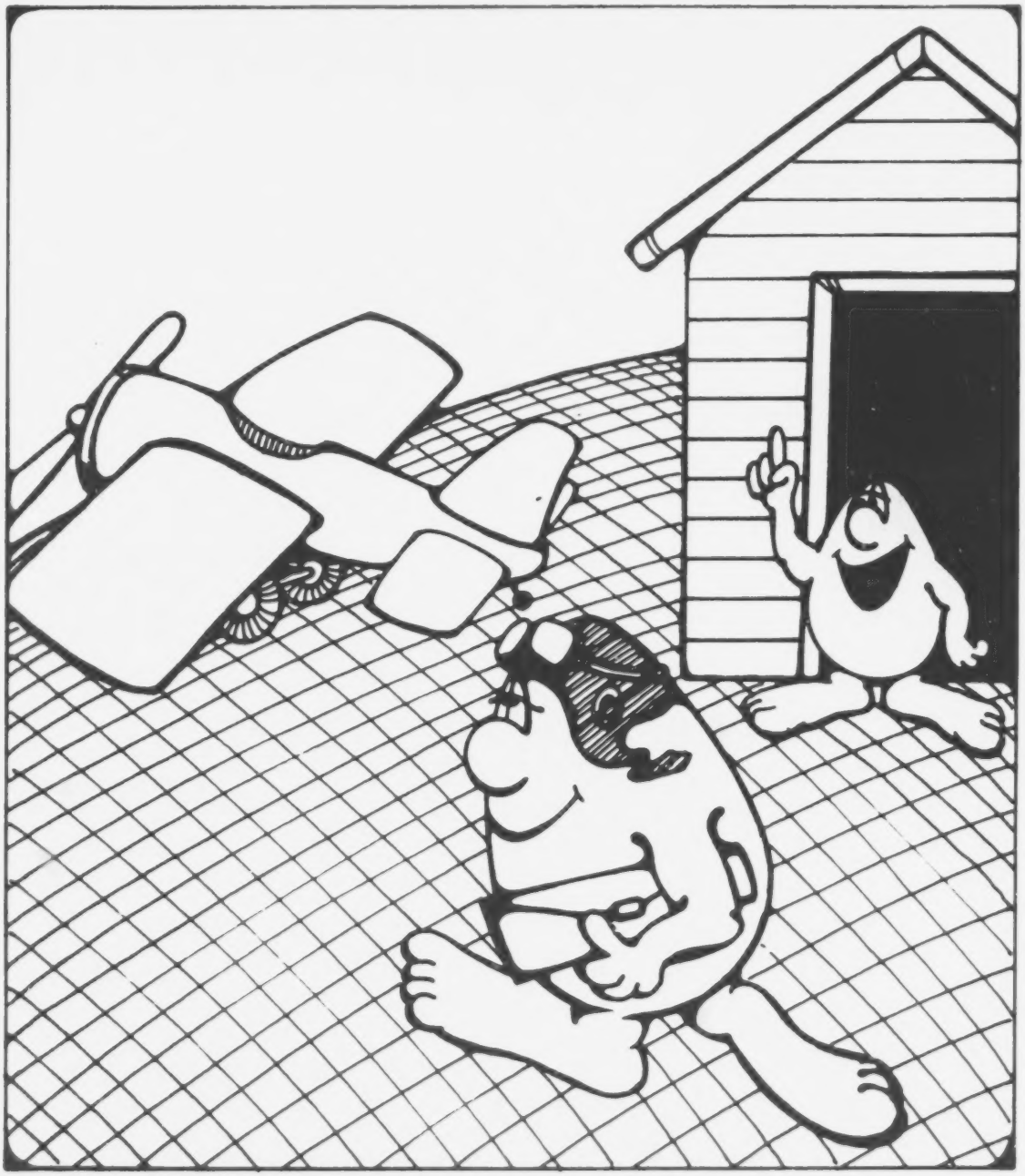
S Wish I did.

C Great Balls of Fire! You idiot! That's Highway 60 right under you!

S Oh yea. Gee, Counselor, you're human after all.

VII-42

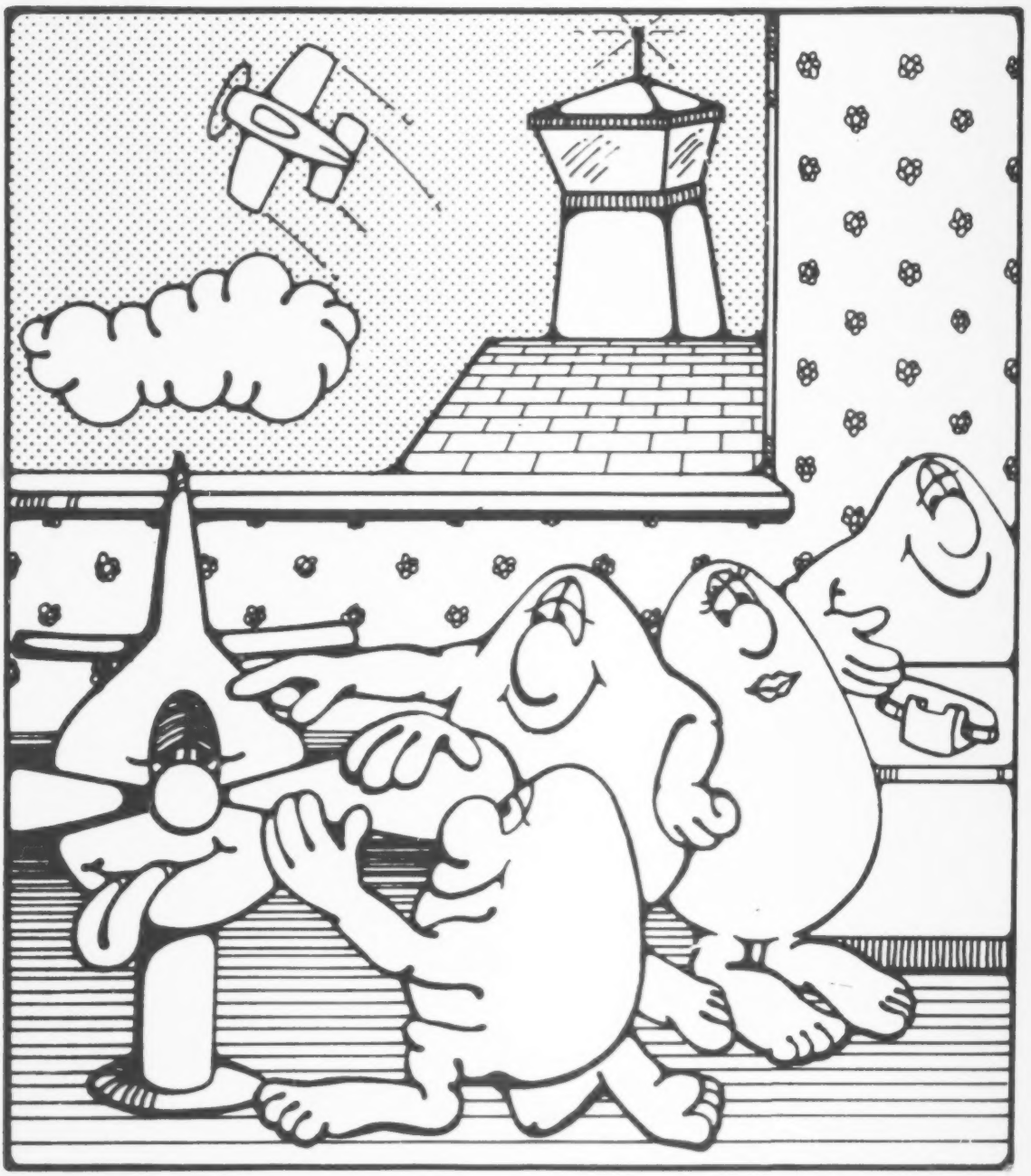
INFORMATION SERVICE



' Wait up, Roscoe. Have you done your preflight check? Do you have the latest weather report? Have you filed your flight plan?'

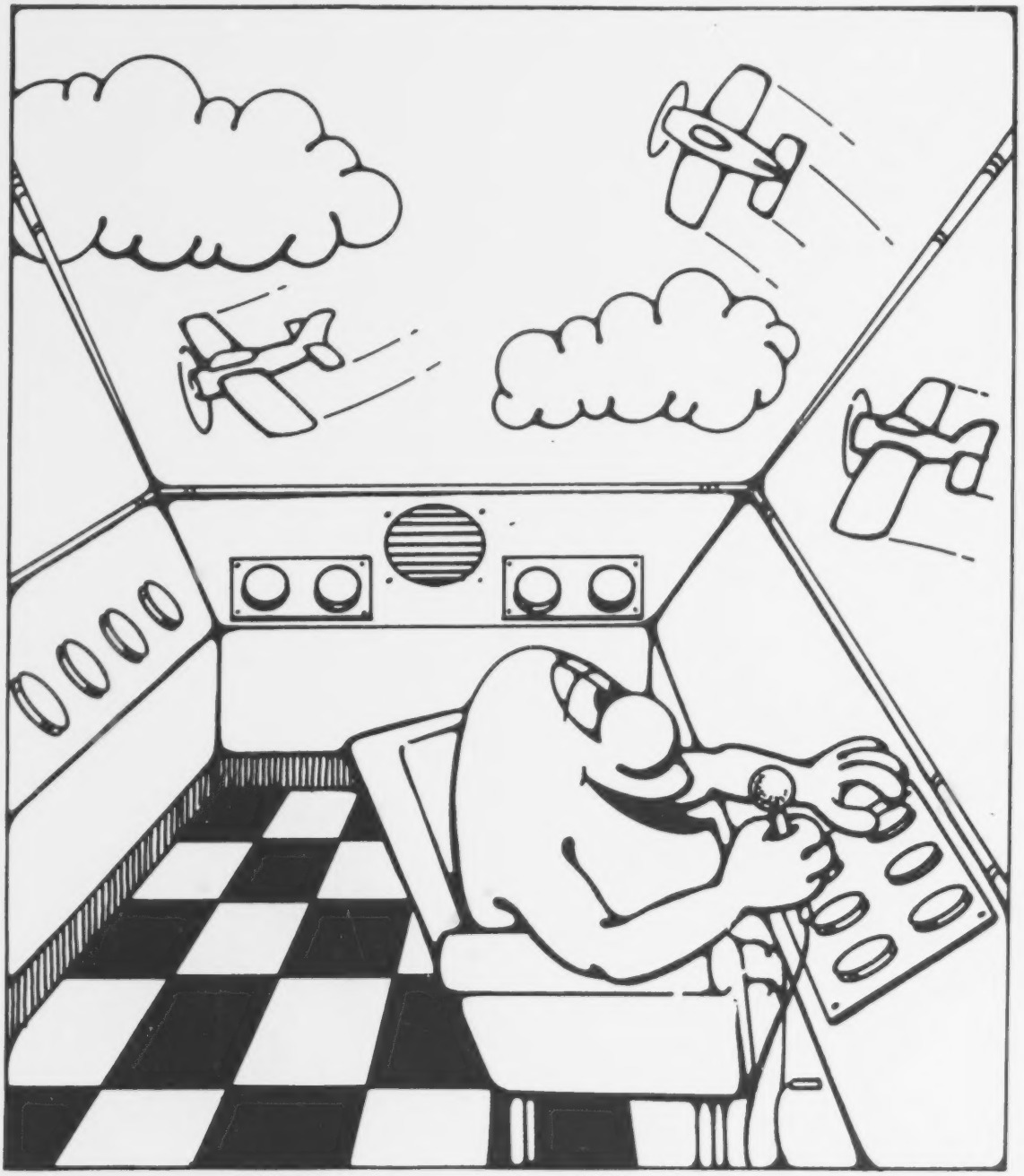
VII-43

COORDINATION AND REFERRAL SERVICE



'When we finish the tune-up, she should be ready to fly to the University airport. I'll call and check on their hanger space.'

FOLLOW-UP SERVICE



'Come in Ned. Report in. What is your location and altitude?

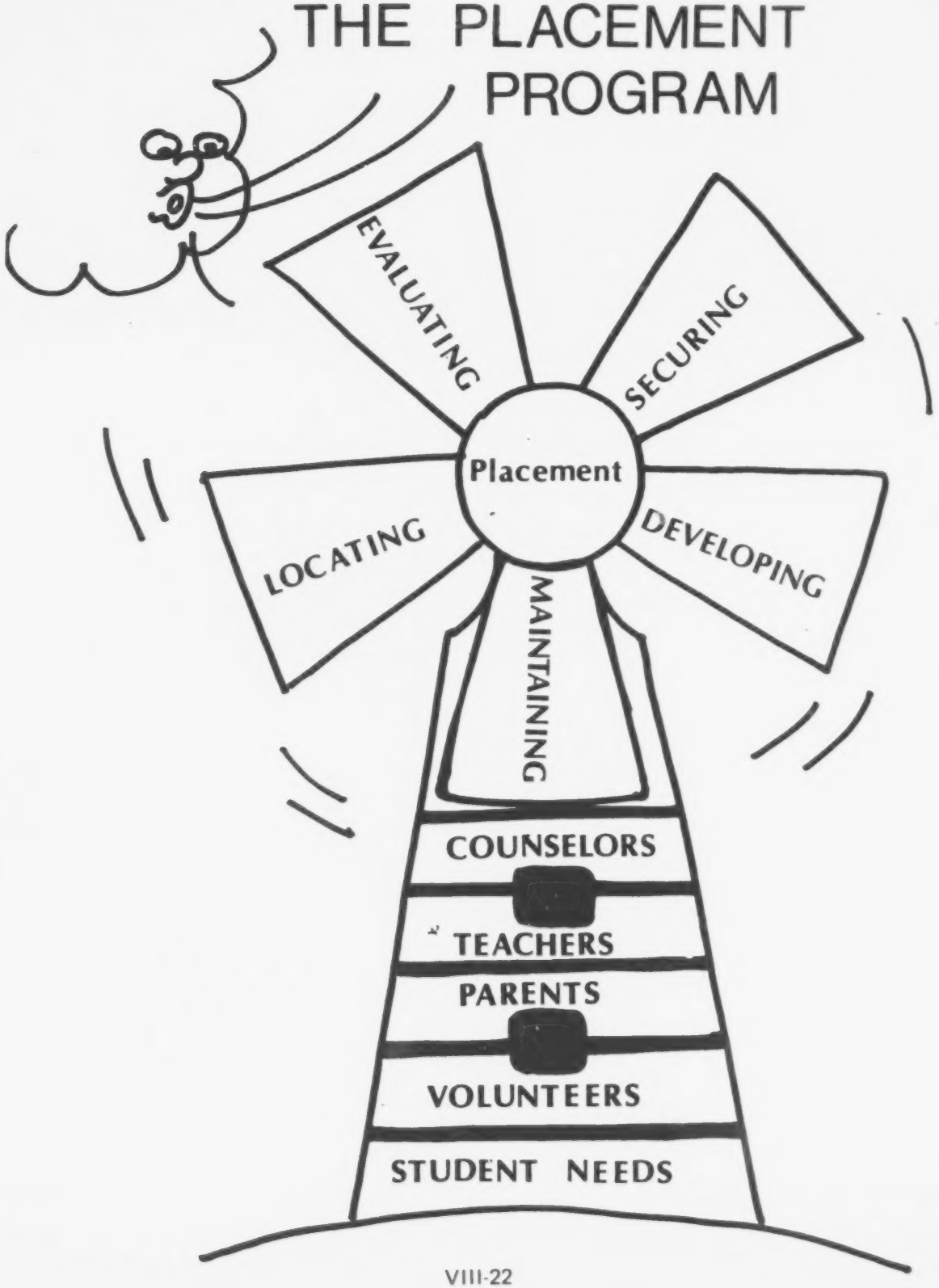
Come in Mary. Report in.

Report in-all last year's seniors, report in please!'

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The Placement Program	VIII-22
The *Rural America Series*	VIII-23

THE PLACEMENT PROGRAM



Note To Facilitator:

To prevent unnecessary duplication of identical pages, the transparency master entitled, *The Rural America Series (Handbooks),* is included only once. It is the LAST PAGE in this book.

This master (found as the LAST PAGE in this book) should be used for pages:

I-48
II-41
III-39
IV-30
V-28
VI-27
VIII-23
IX-22
X-22
XI-26
XII-36

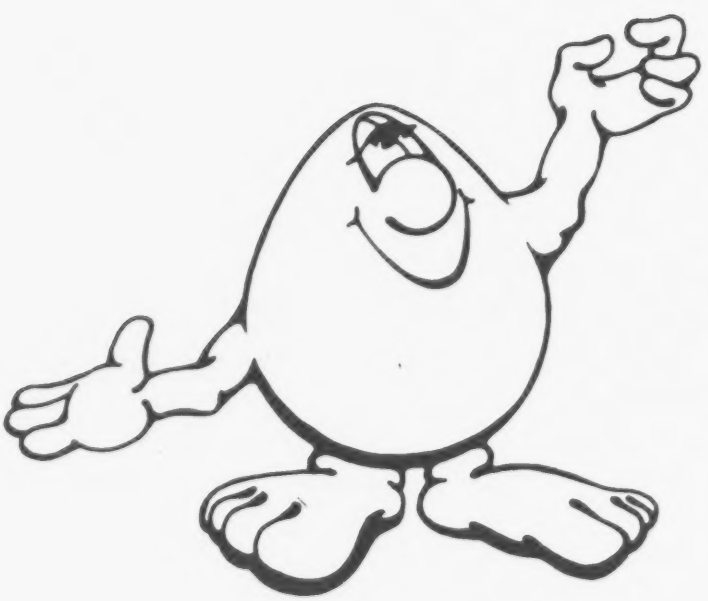
DO NOT DUPLICATE THIS PAGE

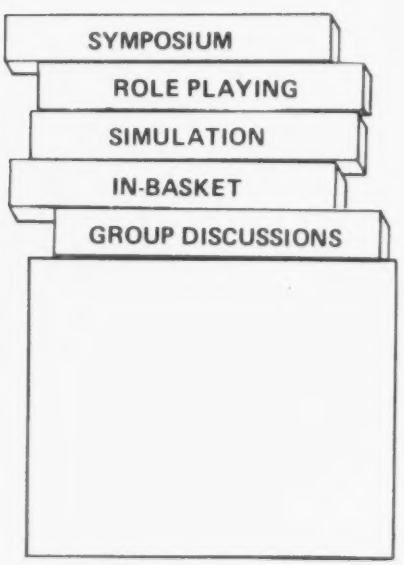
LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Staff Development: Techniques for Workshops	IX-21
Rural America Series	IX-22

STAFF DEVELOPMENT:

TECHNIQUES FOR WORKSHOPS





Note To Facilitator:

To prevent unnecessary duplication of identical pages, the transparency master entitled, *The Rural America Series (Handbooks),* is included only once. It is the LAST PAGE in this book.

This master (found as the LAST PAGE in this book) should be used for pages:

I-48	VIII-23
II-41	IX-22
III-39	X-22
IV-30	XI-26
V-28	XII-36
VI-27	

DO NOT DUPLICATE THIS PAGE

IX-22

LISTING OF TRANSPARENCY MASTERS

Transparency	Page
The Rural America Series	X-22

Note To Facilitator:

To prevent unnecessary duplication of identical pages, the transparency master entitled, *The Rural America Series (Handbooks),* is included only once. It is the LAST PAGE in this book.

This master (found as the LAST PAGE in this book) should be used for pages:

I-48	VIII-23
II-41	IX-22
III-39	X-22
IV-30	XI-26
V-28	XII-36
VI-27	

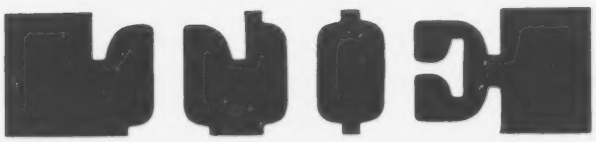
DO NOT DUPLICATE THIS PAGE

X-22

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
An Everyday Word	XI-23
A Bird	XI-24
The F's Have It	XI-25
The Rural America Series	XI-26
Before and After	XI-27

"AN EVERYDAY WORD"



"A BIRD"

A BIRD IN THE

THE HAND IS WORTHLESS

"THE F'S HAVE IT"

FASCINATING FAIRYTALES OF FARAWAY LANDS ARE THE FERTILIZER FOR THE FRUCTIFICATION OF THE CREATIVE MINDS OF THE FUTURE.

Note To Facilitator:

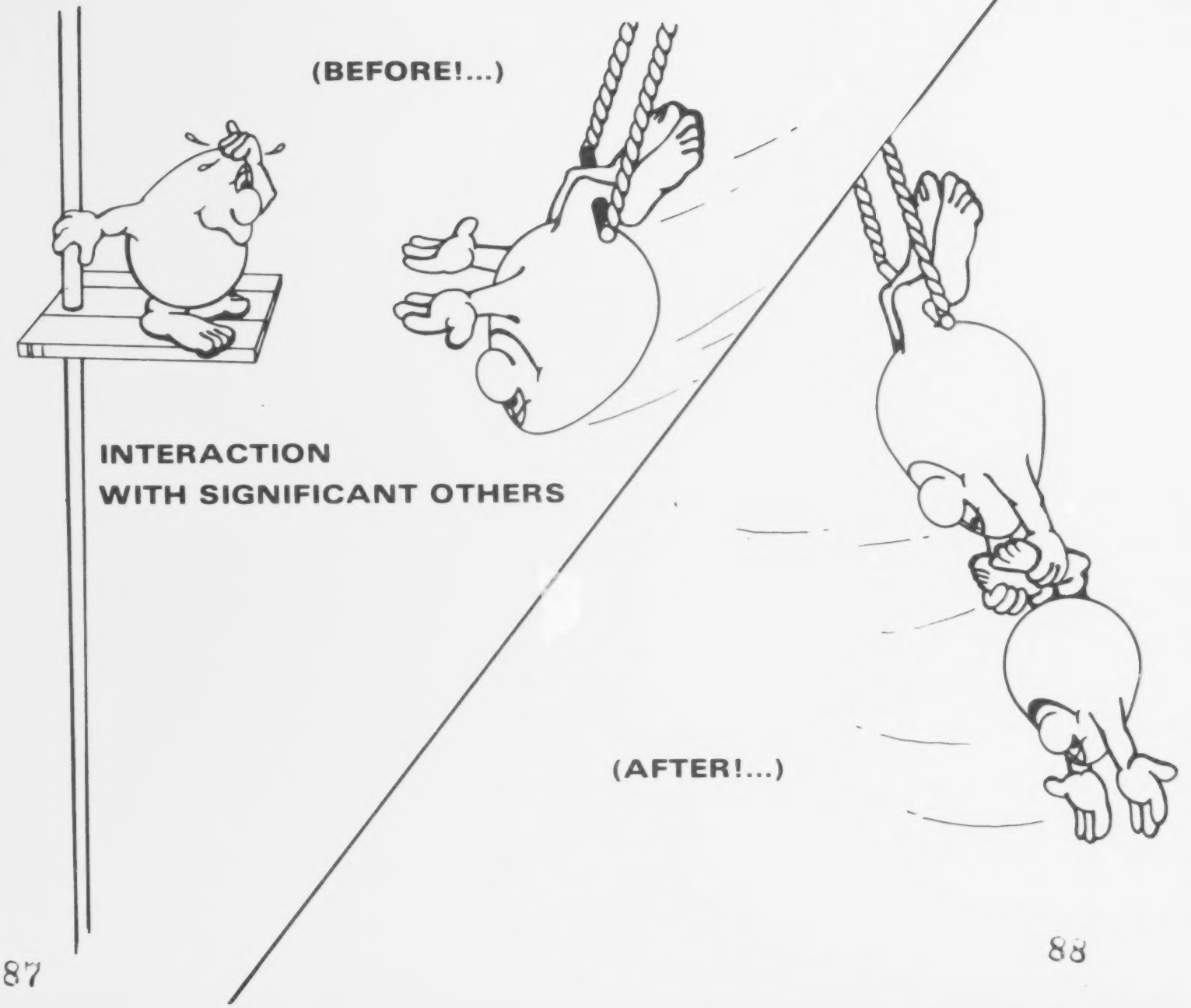
To prevent unnecessary duplication of identical pages, the transparency master entitled, *The Rural America Series (Handbooks)*, is included only once. It is the LAST PAGE in this book.

This master (found as the LAST PAGE in this book) should be used for pages:

I-48	VIII-23
II-41	IX-22
III-39	X-22
IV-30	XI-26
V-28	XII-36
VI-27	

DO NOT DUPLICATE THIS PAGE

XI-26



XI-27

87

88

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The Rural America Series	XII-36
Evaluation as a Monster	XII-37
Evaluation as a Friend	XII-38

Note To Facilitator:

To prevent unnecessary duplication of identical pages, the transparency master entitled, *The Rural America Series (Handbooks)*, is included only once. It is the LAST PAGE in this book.

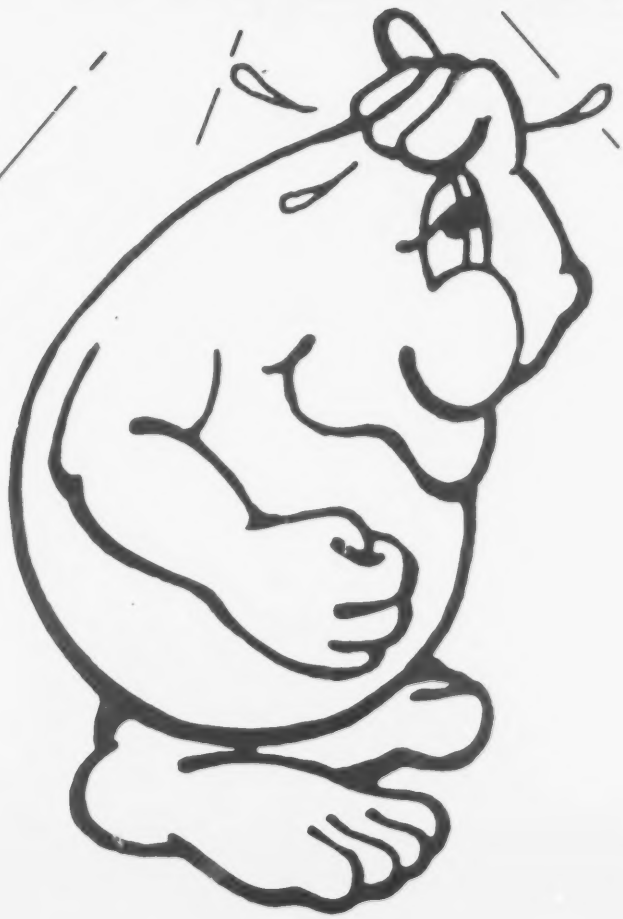
This master (found as the LAST PAGE in this book) should be used for pages:

I-48	VIII-23
II-41	IX-22
III-39	X-22
IV-30	XI-26
V-28	XII-36
VI-27	

DO NOT DUPLICATE THIS PAGE

XII-36

EVALUATION



EVALUATION

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Formal Cooperative Agreements	XIII-34
Informal Cooperative Agreements	XIII-35
Cooperative Agreements: A Two Way Street	XIII-36
Experience with Cooperative Relationships	XIII-37
Cooperative Agreements—Planning Implementation Cycle	XIII-38

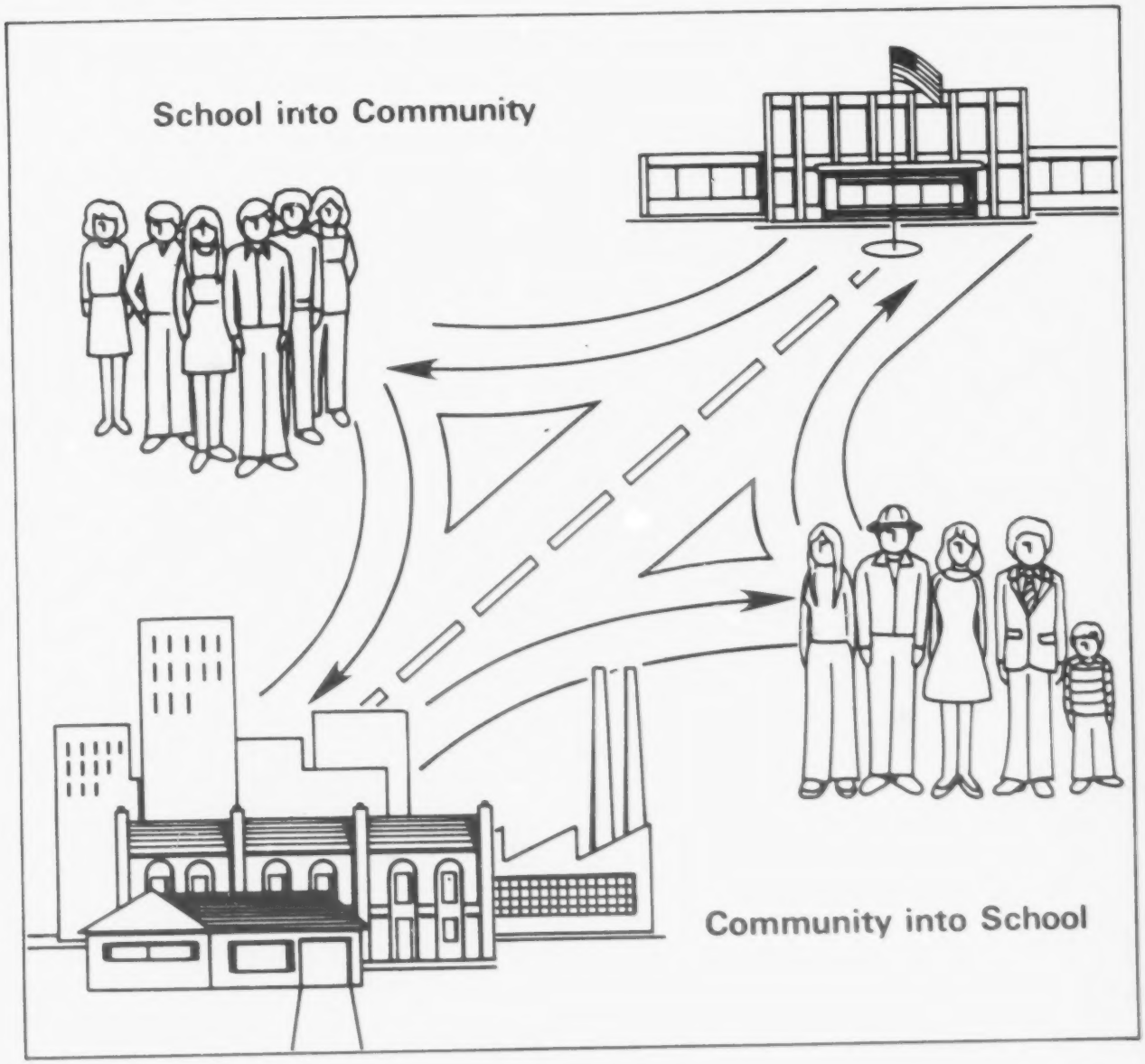
FORMAL COOPERATIVE AGREEMENTS

- WRITTEN
- CONTINUE FROM YEAR TO YEAR
- GOALS CLEARLY DEFINED
- PROCEDURES CLEARLY PRESENTED

INFORMAL COOPERATIVE AGREEMENTS

- VERBAL
- OFTEN SHORT TERM
- GOALS MAY NOT BE PRECISE
- CONTINUATION OPTIONAL

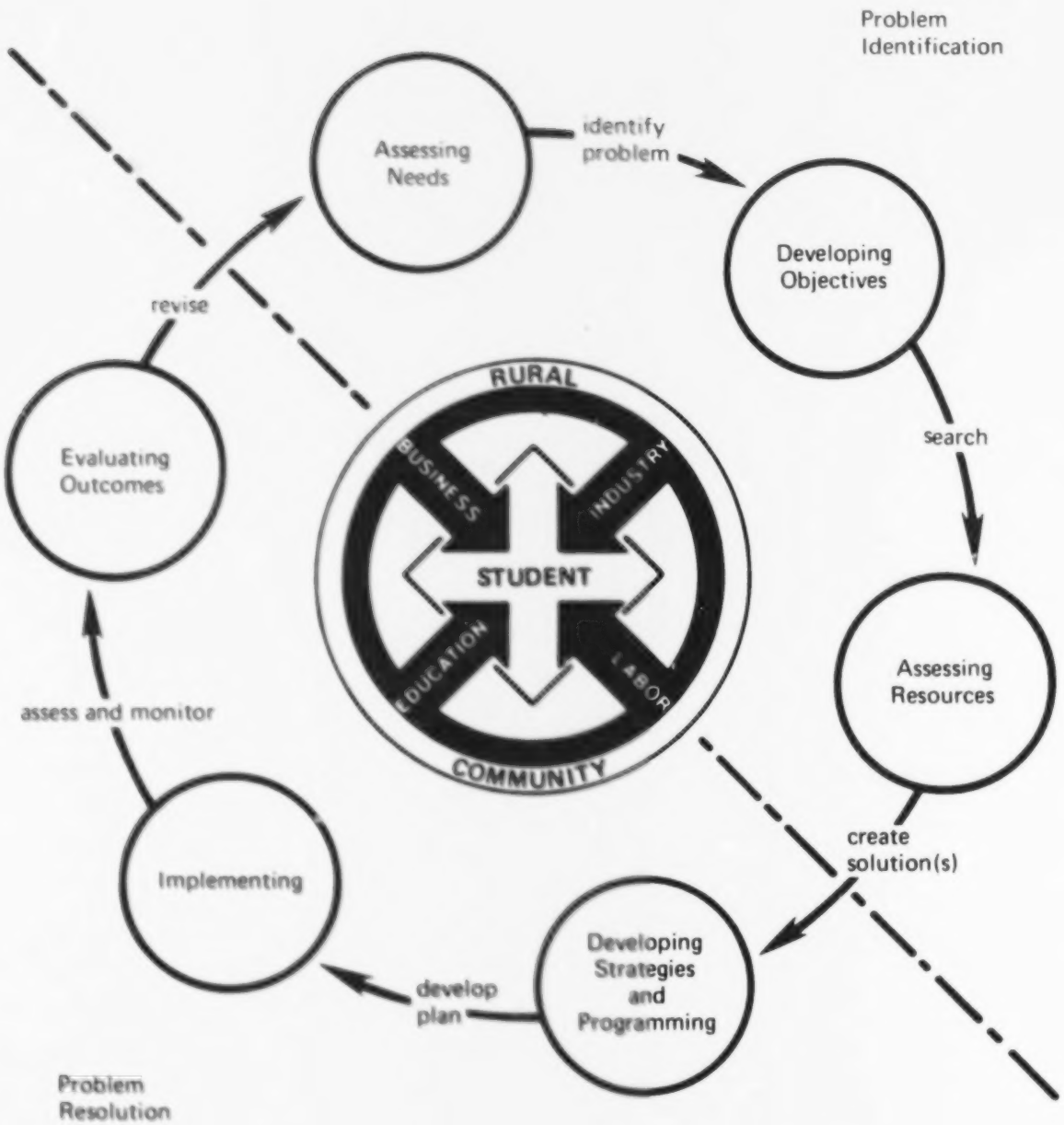
Cooperative Agreements: A Two-Way Street



EXPERIENCE WITH COOPERATIVE RELATIONSHIPS

1	2	3	4	5
Formal Agreements	Informal Agreements	W/Own Class/ Group	W/2 or More Groups	Kinds of Relationships
Number _____	Number _____	Number _____	Number _____	Number _____
				Field Trips _____
				Career Days _____
				Advisory Groups _____
				Work Experience _____
Total Group Membership _____				Employment Information _____
				Community Service _____
				Other _____

Cooperative Agreements Planning-Implementation Cycle



LISTING OF TRANSPARENCY MASTER

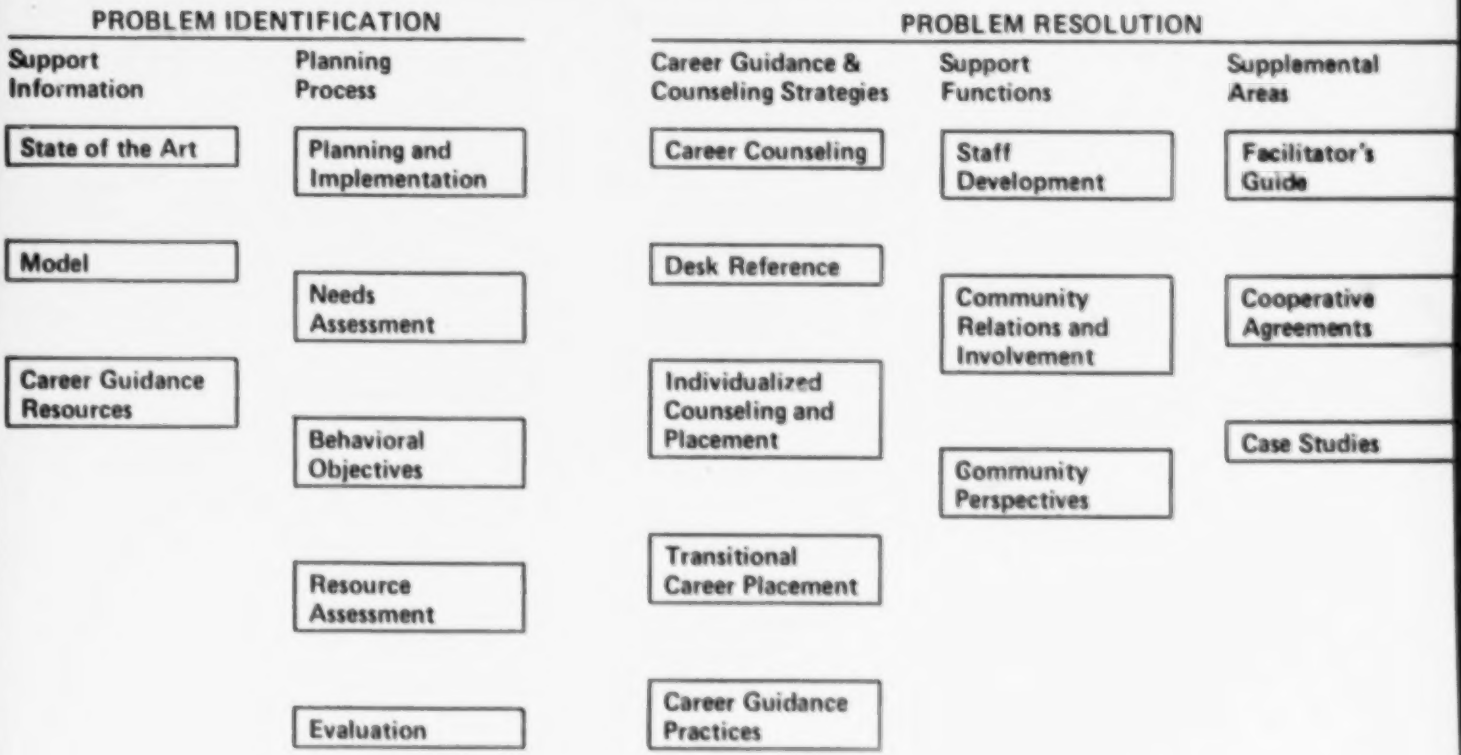
Transparency	Page(s)
Results of Student Achievement Testing	XIV-33

RESULTS OF STUDENT ACHIEVEMENT TESTING

Subgoal Statement	Percentage Correct	Acceptable % According to Texas Norms	Difference %
The student can explain how values and interest influence career goals.	89%	91%	– 2%
The student can identify school skills needed in different occupations.	87	83	+ 4
The student understands the use of standardized tests in self-assessment of aptitudes.	74	86	–12*
The student can define a personal value system.	84	93	– 9*
The student can demonstrate skills in investigating specific occupations.	82	87	– 5*
The student can explain how supply and demand affects money rewards from many occupations.	92	86	+ 6
The student can evaluate decision-making information.	97	86	+11
The student can identify career planning processes.	81	93	–12*

*Starred differences indicate those selected as priority need areas.

THE RURAL AMERICA SERIES (HANDBOOKS)



SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

***RURAL AMERICA SERIES* (1976-77)**

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

The National Center for Research in Vocational Education
National Center Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655